

**THE STUDENTS' ANXIETY IN SPEAKING SKILL OF ENGLISH
LANGUAGE EDUCATION AT UNIVERSITY OF MUHAMMADIYAH
MALANG**

THESIS

In Partial Fulfillment of the Requirement for Master's
Degree of English Language Education



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Saturday, 27 October 2018

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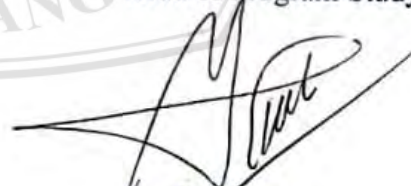
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On Saturday, 27 October 2018 and decided that
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LETTER OF STATEMENT

I, the undersigned:

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Hereby, declare that:

1. The thesis entitled : **THE STUDENTS' ANXIETY IN SPEAKING SKILL OF ENGLISH LANGUAGE EDUCATION AT UNIVERSITY OF MUHAMMADIYAH MALANG** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 1 December 2018

The Writer,



VERY KURNIA ADITAMA

MOTTO AND DEDICATION

He said, 'My Lord! Open my breast for me. Make my affair easy for me. Remove the hitch from my tongue, [so that] they may understand my discourse.

(Qur'an; Chapter 20; verses 25 - 28)

*Try not to become a man of success,
But rather try to become a man of value.
(Albert Einstein)*

Hidup Sekali, Hiduplah yang berarti
(K.H Imam Zarkasyi)

Dedication:

I dedicated this thesis to:

My Beloved Parents and lovely Family

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Alhamdulillah, The researcher's best gratitude and thanks are addressed to Allah SWT who has given the guidance, strength and ease so that this master thesis has been accomplished. *Shalawat* and *salam* are also given to prophet Muhammad Rasulullah SAW.


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Malang, 22 November 2018

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ABSTRACT

There are some reasons that studying foreign languages such as English language is essential for university students. Since English language becomes a foreign language in Indonesia, it causes more challenges for language learners to learn and do practicing the English language. Zheng (2008) states that learning English as a second language is also associated with the foreign language anxiety. When the foreign language learners faced some difficulties in using target language, language anxiety might happen.

The purposes of this study are to find out the types of anxiety experienced by the 3rd student of English Language Education in learning “speaking” subject, the factors which cause their anxiety, and the ways to cope with their anxiety in learning “speaking” subject. The researcher focused on analyzing the types of anxiety experienced, the factors which cause anxiety, and the ways to cope with their anxiety in learning “speaking” subject.

Furthermore, the research subject was the students in 3rd semester who finished accomplishing “speaking” subject. By using qualitative descriptive research, this study was intended to identify and describe the focus of research questions mentioned above. Also, the observation field notes and interview guide were used as the instruments to collect the data.

The results found that there were two types of anxiety experienced by the 3rd semester student of English Language Education in learning “speaking” subject. First type was state anxiety and the second one was situation-specific anxiety. The factors which cause their anxiety were found as follow: (1) lack of confident, (2) communication apprehension, (3) afraid of making mistakes, (4) afraid of foreign teachers and fear of negative evaluation. Finally, the ways the students cope with their anxiety were learning how to relax, knowing what to say, and being familiar with the audiences.

Keywords: Speaking, Students’ anxiety

**KECEMASAN MAHASISWA PENDIDIKAN BAHASA INGGRIS
PADA KETRAMPILAN “BERBICARA”
UNIVERSITAS MUHAMMADIYAH MALANG**

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ABSTRAK

Ada beberapa alasan mendasar bagi mahasiswa untuk mempelajari Bahasa asing seperti Bahasa Inggris. Di Indonesia, diadakannya Bahasa Inggris sebagai Bahasa asing menjadi tantangan tersendiri bagi pembelajar Bahasa untuk mempelajari dan mempraktikkan Bahasa Inggris tersebut. Zheng (2008) menjelaskan bahwa mempelajari bahasa English sebagai Bahasa kedua sangat berkaitan dengan kecemasan dalam mempelajari Bahasa asing. Ketika pembelajar menemukan kesulitan dalam mengucapkan Bahasa asing yang dipelajari, perasaan cemas terkadang akan muncul pada diri yang bersangkutan.

Tujuan penelitian ini untuk mengetahui jenis-jenis kecemasan yang dialami mahasiswa Pendidikan Bahasa Inggris semester 3 Universitas Muhammadiyah Malang pada mata kuliah “*Speaking*”, faktor yang menyebabkan kecemasan muncul, dan bagaimana cara mengatasi masalah kecemasan yang mereka alami. Subjek penelitian ini adalah mahasiswa Pendidikan Bahasa Inggris yang telah menempuh mata kuliah “*Speaking*”. Penelitian ini menggunakan metode deskriptif kualitatif yang mengidentifikasi serta menggambarkan pada fokus rumusan masalah yang disebutkan diatas. Untuk mendukung dan mencari data penelitian, beberapa instrument digunakan seperti tabel observasi dan petunjuk wawancara.

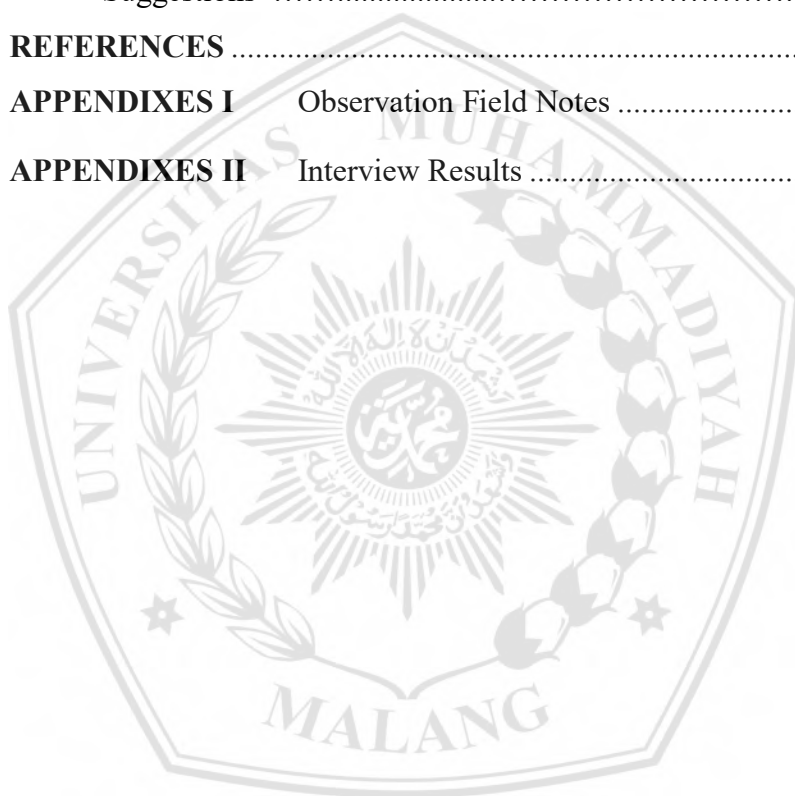
Hasil penelitian ditemukan bahwa ada dua jenis kecemasan yang dialami mahasiswa ketika belajar ketrampilan “*Speaking*”. Yang pertama adalah kecemasan sesaat (*state anxiety*) dan yang kedua adalah kecemasan terhadap situasi tertentu (*situation-specific anxiety*). Kemudian faktor yang menyebabkan kecemasan antara lain (1) kurang percaya diri, (2) ketakutan dalam berkomunikasi, (3) takut melakukan kesalahan, (4) takut ketika menghadapi pengajar asing dan mendapatkan evaluasi yang negative. Yang terakhir, beberapa cara mengatasi kecemasan adalah berusaha untuk bersikap rileks, mengerti apa yang akan dibicarakan, dan mengetahui teman disekelilingnya.

Kata kunci: Berbicara, Kecemasan mahasiswa

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INTRODUCTION

There are some reasons why studying a foreign language such as English becomes so essential especially for university students in this technology and global era. First, Kalra (2015) states that a global language is a language that has got a large number of speakers in all over the world. It is a language which is learned by many people as a second or foreign language. Next, Pinter (2008) says that language is a system to communicate and therefore the purpose of learning a foreign language such as English language is mostly used for communication. The statements above are supported by Patel and Jain (2008) that the primary functions of language are communications, self-expression and thinking. The expression of feeling and meaning becomes more exact. The process of speaking fluently and effectively is a big challenge for all language learners. In a certain situation, fluent speakers also require to learn how to manage conversation, speak and think at the same time.

Since English becomes a foreign language in Indonesia, it is needed to have such kind of strategy to learn this language. The fact is that most students only learn English in their class, and it is rarely supported by practicing outside the class. Many learners of English as a foreign/second language have a big challenge to learn both in spoken or written contexts. They need to practice a lot to be accustomed to speaking using the target language. Studying a foreign language such as English is not easy for many learners. Thus, both lecturers and students want to cope with the obstacles and the difficulties in learning English. But unfortunately, very few of them are able to reduce the problems. As

mentioned by Khajloo (2013), many students and teachers of English language have always encountered with problems that could not achieve the goal of learning this language. As the effect and evidence show, the students have difficulty in learning English at different levels of education and always complain about its unclearness. According to Khajloo (2013), the basic problem occurs when the students do not learn the basic principles of language.

Moreover, the researchers found many problems faced by the students. Hosni (2014) found some problems encountered by the students in learning speaking; another finding was the problem in linguistic difficulties in which the students struggle to find the appropriate vocabulary item when trying to speak in English that reflects their insufficient vocabulary repertoire. The students also tended to use their mother language when they discussed rubrics for every task. The reason was they did not know how to say the word, and therefore the inadequate vocabulary repertoire and weak sentence building skill were the reasons for using the mother tongue. The students also mentioned that they fear of making mistake in front of their classmates. Another problem in speaking found by Liu and Jackson in Gan (2012) was lack of vocabulary that cause for the students' communication. Grammar was also considered as a stumbling block for students to their spoken English then imperfectly learned pronunciation and intonation get them to speak carefully in order to focus on pronouncing certain words. This phenomenon happened in every class in which the students had inadequate opportunities to speak in the class and also lacked of input environment outside the class.

Studying a foreign language such as English language becomes a challenging experience for many learners. Zheng (2008) states that learning English as a second language is also associated with the foreign language anxiety. When the foreign language learners faced some difficulties in using target language, language anxiety might happen. It is fact that language anxiety is a psychological construct; it is related to the learners' perceptions and also learners' beliefs about foreign language learning. Abdullah and Lina (2010) investigated the level of students speaking anxiety. In their study, the researchers have identified the students' anxiety levels according to the three factors of second language anxiety, namely communication apprehension, fear of negative evaluation and general feeling of anxiety. Based on the analysis of communication apprehension factor, the findings show that majority of the students who took part in the study experienced a moderate level of anxiety or nervousness when communicating with other people, especially in English class. However, there were a number of students who thought that they felt nervous when they had to speak without preparation and felt very conscious about speaking in English in front of other students.

Snyder (2011) argues that anxiety is a feeling of emotion that could affect every person. When people feel anxious can be caused by several factors. For example, adults may feel anxious because of their jobs. In addition, the students may feel deep levels of being anxious because of peer pressure or doing a test or project. English language learners, especially who learn English as a foreign language, feel anxious when they have a classroom activity to speak in front of

their fellow students, or do a test in by using their foreign language rather than their first language (L1).

The students' anxiety can be caused by some aspects. For example, Tseng (2012) found that language anxiety can possibly come from both within the classroom environment and out of classroom in the wider of social context. Furthermore, it was found that there were some factors associated with learners' own sense; namely self-perception, social environment and limited exposure to the target language, cultural differences, social status and self-identity, gender, strict and formal classroom environment, presentation in the classroom, and fear of making mistakes and apprehension about others' evaluation.

Furthermore, Tseng (2012) also mentioned that it has been found some factors which cause the students' anxiety in learning speaking skill. Some important causes of anxiety experienced by the language learners include pressure by parents and teachers to get good grade at school in English, lack of confidence in their ability to learn English, fear of making mistake (fear of losing face for not being perfect), conditioning in childhood to believe that English is an extremely difficult language to learn.

Reducing speaking anxiety among English language learners is essential since using English in the classroom can cause a feeling of nervousness, a lack of self-confidence and even a loss of interest in school may result a feeling of anxiousness. Therefore, students' awareness can be solution to the feeling of anxiety. Tseng (2012) found that there are some ways to reduce students' anxiety,

examine the thoughts that cause the fear, recognize that the fears are unfounded and unwarranted. It is necessary to think positive, then to realize that everyone makes mistakes in learning language and that making errors is integral part of the language learning process.

Knowing the issues about foreign language anxiety gives the reason for the researcher to investigate the students' speaking anxiety. Based on the result of the preliminary study to English department students of University of Muhammadiyah Malang, it was found that the students experienced anxiety in their classroom activities. They always performed some academic speaking skills such as giving an oral presentation, discussing the topics that need a broader range of vocabulary knowledge. The English students were also required to deal with grammatical knowledge used in their daily communication.

Finally, it is important to investigate the type of language anxiety, and how to cope with the language anxiety, especially for university learners. By stating all the cases of experiencing anxiety above, the purposes of this study will be examining the students' characteristics of having anxiety when learning English as a foreign language, especially when they perform in front of the class.

Research Questions

This study is intended to answer the following research questions:

1. What types of anxiety do the 3rd semester students of English Language Education experience in learning "speaking" subject?

2. What factors cause the 3rd semester students of English Language Education feel anxiety in learning “speaking” subject?
3. How do the 3rd semester students of English Language Education cope with their anxiety in learning “speaking” subject?

REVIEW OF RELATED LITERATURE

The Concept of Speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Its form and meaning depend on the context in which it occurs, including the participants themselves, their experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (“linguistic competence”), but also that they understand when, why, and in what ways to produce language (“sociolinguistic competence”) (Nunan, 1999:216).

Being able to master speaking skill is very essential for many language learners. Richards (2008) mentioned that the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Moreover, he states that learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.

The Teaching and Learning of Speaking

Chaney (1998) defines speaking as a process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. Speaking skill becomes an essential part of teaching and learning foreign language. Despite of its importance, Febriyanti (2011) argued that for many years teaching speaking has been undervalued, and English language teachers have continued to teach speaking just a repetition of drill and memorization of dialogues. However, nowadays, the goal of teaching and learning speaking requires improving students' communicative skill, because they can express themselves and learning how to follow the social and cultural rules appropriate in each communicative circumstance.

Anxiety in Teaching and Learning Speaking

Foreign language learners usually feel anxious, apprehension and nervous when learning a new language. When they learn the English language, one of the purposes is acquiring a good communication skill. However, Hashemi (2011) states that learners of English language often express a feeling of stress, nervousness or anxiety while learning to speak English language and claim to have a 'mental block' against learning English. Anxiety, as perceived intuitively by many language learners, negatively influences language learning and has been found to be one of the most highly examined in all psychology and education (Horwitz in Hashemi, 2011). Moreover, Tanveer (2007) stated that anxiety has been found to interfere with many types of learning, but when it is associated with learning a second or foreign language, it is termed as "second/foreign language

anxiety“. Consideration of learners“ anxiety reactions in learning to speak another language by a language teacher is deemed highly important in order to assist them to achieve the intended performance goals in the target language.

Language learning anxiety, specifically foreign language learning anxiety has attracted several researchers to examine this phenomenon as it affects language learners. Anxiety has been considered as one of the most important affective factors that influence second language learning (Na, 2007). Bailey (in Lucas, Miraflores and Go, 2011) who did the analyses on the diaries of 11 learners found that competitiveness could cause anxiety on the part of the learners. He found that students have the tendency to outperform each other to gain positive feedback from their teacher regarding their progress and competence. He also found that tests and the learners’ perceived relationship with their teacher also contributed to the learners’ language anxiety (Bailey, 1983 as cited in Na, 2007).

The Types of Anxiety

Anxiety is often related to a sense of threat to the learner's self-concept in a learning situation; for example, a learner fears being ridiculed for a mistake (Ellis, 2009). Every student learns differently from their classmates. Lightbown and Spada (2006) called these “Individual differences in second language learning” recognizing eight different learner characteristics: intelligence; aptitude; learning styles; motivation and attitudes, identity and ethnic group affiliation, learner beliefs and personality.

Personality as described by Lightbown and Spada (2006) has many characteristics that have been proposed as likely to affect second-language

learning; among those characteristics is learner anxiety, or feelings of worry, nervousness, and stress that many students experience when learning a second language. Anxiety can affect how people acquire a second language and is a topic that has been covered by various scholars. Ellis (in Tasnimi, 2009) notes that one problem researchers have is that they do not specify as the type of anxiety they are measuring, pointing out two important anxiety distinctions that are generally mentioned. Alpert and Haber (in Ellis, 2009) differentiate *facilitating* and *debilitating* anxiety. *Facilitating* anxiety motivates learners to fight the new learning task and promotes students to make an extra effort to overcome their feelings of anxiety. In contrast, *debilitating* anxiety causes learners to flee the learning task in order to avoid the source of anxiety. These differ from the other types of anxiety that have been researched.

“*Trait anxiety*”, “*state anxiety*” and “*situation-specific anxiety*” are three other forms of anxiety that have been theorized to affect students' learning. “*Trait anxiety*” is explained as being a stable part of a person's personality, which gives them a more permanent tendency to be anxious. On the other hand, “*state anxiety*” has been described as an apprehension that is experienced at a particular point in time, while “*situation-specific anxiety*” is explained as the anxiety one may feel due to a specific type of situation or event. “*Situation specific anxiety*” may be the type of anxiety best used to describe the anxious feelings students get in class, whether they are taking an important test, or learning a new language (Ellis, Dornyei, and Ehrman in Tasnimi, 2009). Brantmeier (2005) found that anxiety about oral tasks may be a factor involved in the L2 reading process, while

Horwitz, Horwitz and Cope (1986) described foreign language anxiety as a complex set of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning which arise from the uniqueness of the language learning process.

The Factors affecting Anxiety

Studying English as a foreign language gives more challenges to all language learners. Language anxiety commonly happens for all second language learners. Tseng (2012) reviewed that there are some important causes affecting language Anxiety among the language learners in the present study. They include: (1) pressure by parents and teachers to get good grades at school in English, (2) lack of confidence in their ability to learn English, (3) fear of making mistakes and subsequent punishment or ostracism, i.e fear of losing face for not being mistakes, (4) conditioning in childhood to believe that English is an extremely difficult, (5) fear of foreigners and their behavior.

By knowing those kinds of the important causes of language anxiety, we might take a look and link to some factors associated with learners' own sense of "self" and language classroom environment that also mentioned by Tseng (2012). Moreover, Horwitz, macIntyre & Gardner (in Mahmoodzadeh, 2012) states that there are some factors affecting foreign language anxiety for language learner: (1) communication apprehension or anxiety, (2) fear of negative evaluation, (3) test anxiety. The consolidation of these factors thus leads to the creation of anxiety in language learners. McCroskey (in Mahmoodzadeh, 2012) argues that communication apprehension generally refers to a type of anxiety experienced in

interpersonal communicative setting which is obviously relevant to second/foreign language learning contexts. In language classroom where learners have little control of the communicative situation, and their performance is constantly monitored by both their teacher and peers. In other words, communication apprehension seems to be augmented in relation to the learners' negative self-perceptions caused by the inability to understand others and make them understood (MacIntyre and Gardner in Mahmoodzadeh, 2012).

Regarding the fear of negative evaluation, as Young (in Mahmoodzadeh, 2012) argues that students are more concerned about how (i.e. when, what, where or how often) their mistakes are corrected rather than whether error correction should be administered in class. In this sense, it seems that teachers' belief about language teaching may act as some obstacles for L2 learners and thus create language anxiety in them because the assumptions of teacher as to their role in the language classroom may not always correspond to the individual needs or expectations that L2 learners would consider for their teachers.

Test anxiety refers to a type of performance anxiety stemming from a fear or failure. Test anxious students often put unrealistic demand on important aspects of negative motivation. It can be defined as "unpleasant feeling or emotional state that has psychological and behavioral concomitants and that is experienced in formal setting or other evaluative situation" (Dusek in Mahmoodzadeh, 2012). With regard to test anxiety, many of the learners feel more pressure when asked to perform in a foreign/second language because they are certainly challenged by the fact that they need to recall and coordinate many grammar points at the same time

during the limited test period. As a result, they may put down the wrong answer or simply freeze up due to nervousness, even if they know the correct answer (MacIntyre and Gardner in Mahmoodzadeh, 2012).

The Strategies to Cope with Anxiety

Scholars and researchers have proposed different methods and ideas to cope with the anxiety that associated with learning. “The development of the whole-person must be based on the connection of cognition and affect” (Wang, 2005). However, language teachers should know the sources of language anxiety in order to minimize them. In order to reduce the learners’ anxiety, teachers need to give the students every advantage and the students should be aware how to cope with their anxiety (Tasnimi, 2009). The following are some practical suggestions:

Students

In order to cope with foreign language learner’ anxieties, the following suggestions might be helpful to apply: firstly, students may examine the thoughts that cause the fear, recognize that the fears are unfounded and unwarranted. It is necessary to think positive, to realize that everyone makes mistakes learning a language and that making errors is an integral part of the language learning process. It is also important to realize that perfection is an impossible goal and that is not a requisite for success. Secondly, the students can learn how to relax. The more one relaxes, the more anxiety dissipates. Sit comfortably and straight in the classroom seat. Before class or during class, take long, slow breaths, hold it for four or five seconds and release it slowly. Stretch arms and legs for additional muscle relaxation. Exercise turns nervous energy into positive energy through a calming release of chemicals.

Thirdly, the students should know what they want to say. Thinking through the ideas that want to express and trying to say the word or vocabulary, structure and intonation correctly. Fourthly, trying to concentrate on the message rather than on the people. The students should not worry about people's comments if they did a mistake when communicating in front of the class.

Fifthly, they should become familiar with the audiences. Get to know their classmates. The better they know someone the easier it is to speak with them. Then, get to know the instructor better. Greeting them at the beginning and end of class and asking questions that may have about English after class. These ways will make them easier to interact with the teacher during class time. The students can avoid sitting in the rear of the classroom. Gradually moving forward to the middle or front of the class. Last, gaining experience to build confidence. The more they use English, the more confidence they will get during their performance in front of the class.

RESEARCH METHOD

Research Design

Ary, Jacobs and Sorensen (2010) state that the research design is the researcher's plan of how to proceed to gain an understanding of some group or phenomenon in its context, individuals, families, and a variety of groups, organizations, industries, and more can be examined using qualitative research design. Qualitative research has some characteristics such as it shows concern for context and meaning, the setting occurs naturally, human as instrument, and descriptive data in which the data will be in the form of words or pictures rather

than numbers and statistics. Therefore, based on the aims of this study, the researcher chose qualitative research design in order to identify the types of anxiety, the factors which cause the students' anxiety in learning speaking, the ways the students cope with their anxiety. Thus, this research was designed to solve the actual problems that exist in the study.

Fraenkel and Wallen (2009) also state that descriptive study can be explained as, "describing a given state of affairs as fully and carefully as possible". Through descriptive study, the researcher focused to describe and explain the types of anxiety, the factors which cause the students' anxiety in learning speaking, and the ways the students cope with their anxiety.

Research Subjects and Setting

This research was conducted in the University of Muhammadiyah Malang. The subjects of this research were the 3rd semester students of English Department of University of Muhammadiyah Malang who finished '*Speaking*' subject.

The result of the preliminary study done during September until October 2017 in four classes showed that there were seven students experienced more anxious in learning speaking. Sometimes, they were frightening when they did not understand what the teacher was saying in the class, and they started to be panic when they had to speak in front of the class without any preparation. However, the result also showed that there were students who felt quite sure when they spoke in their foreign class.

Based on the situation mentioned above, this research tried to investigate the types of students' anxiety in learning speaking, the factors which cause the

students' anxiety in learning speaking, and the ways the students deal with the feeling of anxiety. The lecturer suggested that the researcher observed the class chosen because she found the students' anxiety in learning speaking skill. Some students as purposive sampling were assigned to be the interviewee as a sample to clarify and to complete the data from the observation.

Data Collection

According to Ary (2010:431), the most common data collections methods used in qualitative research are (1) observation, and (2) interview.

Data and Source of Data

This research was focused on foreign language learning anxiety. The research data includes the types of language learning anxiety; the factors which cause the language anxiety and the students' ways to cope with anxiety. To get such kinds of data, there was one source which the researcher got, namely seven students as purposive sampling from the 3rd semester students of English department. As mentioned above, the chosen students were expected to provide the language learning anxiety and some factors that cause language learning anxiety.

Technique and Instruments of collecting data

In order to collect the data, some techniques and instruments were used in this research. The techniques to collect the data were the observation and interview whereas the instruments were observation field notes and interview guide. The detail explanation in applying the techniques is discussed below.

Observation

According to Ary (2010:431), observation is a basic method for obtaining data in qualitative research and is more than just “hanging out”. Furthermore, he states that there are five types of observation; they are (1) complete participant, (2) participant as observer, (3) observer as participant,

A complete participant is a member of the group or context under study and focuses on the natural activity of the group without informing the group that is under study. In the participant as observer, the observer actively participates and becomes an insider in the event being observed, so that he or she experiences events in the same way as the participants. In the observer as participant, the researcher may interact with subjects enough to establish rapport but do not really become involved in the behaviors and activities of the group. Based on the definition above, the observer as participant was used by the researcher. In this study, the researcher only observed without involving himself in the activities of English lecturer during the teaching and learning process.

Interview

According to Ary (2010:438), the interview is one of the most widely used and basic methods for obtaining qualitative data. Interview is used to gather data from people about their opinions, beliefs, and feelings about situations in their own words. They are used to help understand the experiences people have and the meaning they make of them rather than to test hypotheses. Interviews may provide information that cannot be obtained through observation, or they can be used to verify observations.

Moreover, Ary (2010:438) explains that there are three types of interview: structured interview, unstructured interview and semi-structure interview. Semi-structure interview was used in this research. This type of interview is done in which the area of interest is chosen, and questions are formulated, but the interviewer may modify the format or questions during the interview process. One of the characteristics of qualitative interview formats is that the questions are typically open ended (cannot be answered with a 'yes' or 'no' or simple response), and the questions are designed to reveal what is important to understand about the phenomenon under study.

Steps in Collecting the Data

The data collection is conducted to gather information about the students' anxiety in learning speaking. More specifically in this research, the data were focused on the types of students' anxiety in learning speaking, and the factors which cause the students' anxiety, and the students' ways to cope with their anxiety. To collect the data, some steps are taken as follows:

1. Locating the setting of the subjects of the study. The setting was the 3rd semester students of English department academic year 2017/2018.
2. Doing classroom observation to know the data about the students' anxiety when they were doing individual presentation in front the class by using observation field notes.
3. By conducting purposive sampling from suggested students, the researcher used interview guide to get the answer from the students about the types of anxiety, and what factors causing the students' anxiety in learning speaking.

4. Storing the data of the information. The data is saved in computer files and document.

Data Analysis

Data analysis is one of the steps commonly used in doing the research. Fraenkel and Wallen (2009) state that analyzing the data in a qualitative study essentially involves analyzing and synthesizing the information that the researcher obtains from various sources (observation, interviews) into a coherent description of what he or she has observed or otherwise discovered.

Data analysis in qualitative research, however, relies heavily on description; even when certain statistics are calculated, they tend to be used in a descriptive rather than in an inferential sense. Data analysis is an important step in this research. From the data analysis, the researcher gets the answer of the problem that is questioned.

Miles and Huberman (1994) stated that there were several steps applied by the researcher in analyzing the data of this current study. They are:

1. Data reduction

Selecting the raw data from the observation field notes and interview guide, simplifying the data to the meaningful parts, and organizing the data by referring to the statement of the problems.

2. Data display

Displaying the result of the data analysis related to the statement of problems; the types of anxiety, the factors which cause the students' anxiety in learning

speaking, the way they overcome that anxiety, and the strategies applied by the lecturer to help the students solve their anxiety in learning speaking.

3. Drawing conclusions from the data analysis.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The results of this study are presented by referring to the statement of problems. They are (1) What types of anxiety do the 3rd semester students of English department experience in learning “speaking” subject?, (2) What factors cause the 3rd semester students of English department feel anxiety in learning “speaking” subject?, (3) How do the 3rd semester students of English department cope with their anxiety in learning “speaking” subject?.

Types of Anxiety Experienced by the Students in Learning “Speaking”

The research findings showed that the 3rd semester students of English department experienced some types of anxiety. Based on the result of data analysis (*see appendixes 1 and 2*), they experienced “*State anxiety*” and “*Situation-specific Anxiety*”. Each of the findings is presented below.

State Anxiety

State anxiety refers to an apprehension which happened in particular point in time. The result of data analysis showed that “*state anxiety*” usually happened in the students’ speaking class. Some indicators of experiencing state anxiety were found as follows: using wrong words when presenting the topic, not knowing what to say during presentation, delivering the presentation without any

interaction towards audiences, and speaking too fast. Based on the result of data analysis during the classroom observation on 23 and 30 November 2017, the results showed (*see appendixes 1*) that the students showed their anxiety when doing presentation in front of the class. They were not always sure with their English, tended to be anxious when they started presenting the topic in front of the class, then looked so worried when they delivered the topic while students. Those behaviors were supported by the following interview results.

Student 1: *Sometimes I am not quite sure what I have to say the word in English (line 3 and 4) When I am performing speaking in my class, I feel tremble because I am afraid if what I have prepared will forget (line 8, 9)*

Student 4: *I am not sure when I use my English in my class (line 6)*

Student 5: *I feel tremble to be in front of the class when I forget the meaning of the word (line 10, 11)*

Student 6: *I feel anxious to speak English in front of the class because I have to be well-prepared about my topic. I am afraid to repeat the same point of my presentation. I am not confidence to be in front the class. (line 35, 36)*

The students' responses showed that they were not really sure whether the English language they used was grammatically correct, and they did not realize that they pronounced clearly and correctly. Their apprehension about English affected their performance in the class.

Situation-Specific Anxiety

The result of the data analysis showed that the other type of anxiety suffered by most students was *situation-specific anxiety*. This anxiety usually occurred in a specific type of situation or event. For example, this anxiety aroused in the classroom activities situation. The indicators of experiencing situation-specific

anxiety were found such as: feeling tremble, always looking at their notes and presenting the topic very carefully to avoid mistakes, being afraid of having negative evaluation from the lecturer, and having foreign teachers. They were afraid when they could not catch the meaning of what the teacher said or they did not know what to do with teacher's instruction. The observation results that have been done on 7 December 2017 (*see appendix 1*) showed that students started to be panic when the other students looked at him. They also felt afraid when she found something wrong with her presentation then her friends laughed at her. Next, the students were afraid and felt nervous with the foreign teacher, especially when she corrected their mistakes. The other situation happened was that the students felt frightened when they did not understand what the teacher said, they did not know what to do with the lecturer's instruction. Then, they were confused with what they were saying while presenting the topic, the classroom atmosphere also caused they experienced *situation-specific anxiety*. The following interview were the results:

Student 1: *I am not really confident with myself. I am frightened when I don't understand what the teacher is saying (line 14)*

Student 2: *I don't know what I should do and follow her instruction (Line 15, 16). I feel nervous with my foreign teacher, I'm afraid if my vocabulary and pronunciation are going wrong (Line 41, 42).*

Students 4: *I am afraid and feel nervous with foreign teacher and when she will correct my mistake (Line 25, 26), I feel my heart pounding when I am called to present in front of the class (line 51)*

Student 3: *I start to be panic because I am confused what to say (Line 29). I often feel my heart pounding when I am ready to be called in front of the class (line 49, 50).*

Student 6: *I start to be panic because all students look at me and my heart fell pounding during presentation (Line 30, 31).*

Student 7: *Actually, when I speak to my foreign teacher, it makes me nervous because I feel that my grammar was is not good (line 43, 44), Even I had already well-prepared, I was always anxious because the classroom atmosphere was not convenient (line 37, 38)*

The other observation results were that the students spoke English very carefully to avoid being evaluated by the foreign teacher. They also were afraid if their foreign teacher corrected the mistakes. Even though the students had already prepared the material before the class, they did very short presentation. When the students forgot what to say, they felt shy to their friends in the class. Some reasons also have been clarified during interview.

Student 4: *I am afraid with foreign teacher and when she corrects my mistakes (line 25, 26).*

Student 5: *I am afraid of being evaluated by the teacher when I do my mistakes in my presentation. (line 55), I feel shy on my presentation when my friends laugh at me (line 66)*

Student 7: *I have more tense when I attend my speaking class. (line 57). I am not focus when I speak English in front of the class then my friends laugh at me (line 67)*

Situation-specific anxiety might happened because of those reasons. Although the students had already well-prepared before the class, they often got nervous during presentation. They started to be panic when they did not know what to say and forgot the point they had prepared before. Sometimes their heart felt pounding when their foreign teacher would call them to start presentation. They also tried to speak English very carefully. The reason was they were afraid of being corrected by their foreign teacher. Feeling anxious could not be avoided

by the language learners. According to their response during interview, speaking class was the high possibility that feeling of anxiety will occur.

Some Factors which Cause the Students to Experience Anxiety in Learning Speaking

Based on the result of the data analysis, it was found that the students' anxiety happened because of some factors felt by the language learners. The results are described below according to the types of anxiety.

1. Lack of Confidence

The observation results showed that the students lacked of confidence to be in front of the class. This could be seen from the fact that they always looked at their notes, they did not know what to say during presentation, and there was no interaction between them and audiences. The findings were supported by the result of the interview below.

Student 3: *Yes, I feel lack of confidence about my English ability I often speak wrong word (line 72).*

Student 4: *I lacked of confidence so that I always saw my notes (line 74)*

2. Communication Apprehension

The next factor found was communication apprehension. It often happened in speaking class which the students showed their anxious to be in front of the class. They suddenly forgot what to say in middle of presentation, talked too fast without any interaction towards their friends. These findings were also supported by the following interview.

Students 1: *Yes, I suddenly do not know what to say in the middle of my presentation (Line 75)*

Student 2: *Yes, I cannot make any interaction with my friends (line 77)*

Students 7: *Yes, it caused me talked too fast in my presentation. (line 78)*

3. Afraid of Making Mistakes

Some behavior also appeared during observation in the classroom activity. The students tried to talk very slowly and carefully to deliver their topic. They often asked to their friends about very basic question and asked them to remind for every mistake the students did. The classroom atmosphere also caused the mistakes happened, they felt difficult to remember the vocabulary and grammar. The findings were in line with interview result below.

Student 1: *Yes, I am afraid of making mistake in my presentation. I usually present carefully (line 81)*

Student 2: *Yes, I often talk very slowly (line 83)*

Student 3: *I ask my friend to remind me for any mistakes I do (line 84)*

Student 4: *Yes, I usually look at my notes (line 85)*

Student 5: *I am afraid of making mistake if the classroom atmosphere was not convenient (line 86)*

Student 7: *I feel difficult to remember the vocabulary and grammar. (line 88)*

4. Afraid of Foreign Teachers and Fear of Negative Evaluation

The result of the data analysis showed that the students felt afraid of having foreign teachers in the class. The situation made them unconfident to speak in the classroom activities. This, in turn, made them forget what to say.

Student 1: *Sometimes having foreign teacher in my class makes me afraid of not being confidence to speak in English. (line 90)*

Student 5: *Having foreign teacher makes me do not know what to say when I present in the class (line 92)*

In addition, it was also found that the students were afraid of having negative evaluation from their foreign teacher. This factor was reflected in the way they acted during the presentation. When they made mistakes, and their foreign

teachers corrected them, it could be seen that they felt embarrassed in front of their friends.

Students 3: *Yes, I am always afraid towards her comments (line 95)*

Student 6: *I am always afraid to get negative evaluation (line 96)*

Some Ways the Students Cope with Their Anxiety in Learning Speaking Subject

Realizing that the feeling of anxiety could not be avoided by the students in their language classes, they tried to take some ways to cope with their feeling of anxiety. The following is the result of the classroom observation and interview,

1. Learning how to relax

During observation in the class (*see appendix 1*), it was found that the students tried to be more relax with the situation. They tried to show their confidence when performing in front the class. Some of them often took a deep breath while presenting the topic. They also tried to keep their smile and sat comfortably in the class. In brief, they tried to enjoy the presentation. The detail of the interview result is described below.

Student 1: *I try to be more relax in the class, and sit comfortably (line 101).*

Student 2: *Make it enjoy, slow breath and keep calm then I start talking. (line 102).*

2. Knowing what to say

The result of the data analysis showed the other way to cope with the students' anxiety was to make good preparation in presentation. The students tried to list the content they wanted to deliver. They usually practiced presenting in front of their friends and asked them to give some comments. They also tried to be more focus on the topic delivered.

Students 3: *I will stay focus on my topic (line 104)*

Student 4: *I prefer to prepare everything before the class,*

Student 5: *I practice with my friends, ask them to be the listener and give some comments. (Line 106).*

Student 6: *When I am talking in front the class then I feel anxious, I stop a while and looking at the situation around then I continue talking. (line 108)*

3. Being familiar with audiences

Based on the result of the data analysis, it was found that the last way applied by the students was knowing their situation around. They tried to be more familiar with their friends, got to know their classmates and the teacher better. They sometimes made a joke and asked questions about the topic. This way made them easier to speak and make a good interaction during their performance. The following is the interview result.

Students 3: *being familiar with the situation around, I sometimes made a joke and asked something about the topic (Line 111 and 112)*

These findings proved that the students tried to cope with their anxiety by applying some ways during their presentation. They hoped that those ways would help them decrease their feeling of anxiety.

Discussion

This section discussed the research findings related to the statement of the problems, namely: (1) the types of anxiety experienced by the students in learning “speaking”, (2) some factors which cause the students to feel anxiety in learning “speaking”, (3) some ways the students cope with their anxiety in learning “speaking”.

According to the first research question, the findings showed that there were two types of anxiety found from the students. The first type was state anxiety and the second was situation-specific anxiety. These findings were in line with the statement from Ellis, Dornyei and Ehrman (in Tasnimi, 2009) that the types of anxiety are classified into three points 1) *trait anxiety*, 2) *state anxiety*, and 3) *situation-specific anxiety*. *State anxiety* refers to an apprehension happened in a particular point in time. Based on the findings, there were some indicators of having state anxiety in the class. The students always spoke wrong words when presenting the topic, they did not know what to say during the presentation. The students often delivered the presentation without any interaction with audiences, and spoke too fast. The other responses could be seen from the students who forgot what to say the word in English. Those experiences of having state anxiety above were also stated by Horwitz K, Horwitz B, and Cope (2012) and Tasnimi (2009) that some responses which usually appeared would be not really sure to speak foreign language. The students will not be confident when they speak in front of the class without any preparation. They are afraid if they forget the points that have been already prepared before.

The next type found was situation-specific anxiety. This type is the feeling of anxious due to a specific type of situation. The indicators of experiencing situation-specific anxiety were found in the classroom setting. During presentation, the students often looked at their notes and presented the topic very carefully to avoid mistake. Having foreign teachers also caused their anxiety in the speaking class. They were afraid of having negative evaluation from the

lecturer. The students were also afraid when they could not catch the meaning of what the teacher said, they did not know what to do with teacher's instruction. Horwitz K, Horwitz B, and Cope (2012) and Tasnimi (2009) also state that situation-specific anxiety occurs because of some indicators. The students are afraid of having foreign instructor and when they will not understand what the teacher says. Being nervous will be aroused when the students do not master the English ability well. The classroom atmosphere also causes the feeling of anxious in the classroom setting. This situation-specific anxiety was also considered as a more dominant type got in the class.

The second research question was the factors which cause the students' anxiety. The findings showed that they experienced feeling anxiety in the classroom setting because of some factors. Based on the results of the data analysis, the first factor was that the students lacked of confident to be in front the class. It was because of their limited English ability so that the language they used was grammatically incorrect. They seemed to be not well-prepared about the material, did not know what to say, and always relied on their notes when delivering the material. The second factor was the communication apprehension. In this case, the students suddenly forgot about the topic and did not know what to present during the presentation. Next factor was that the students were afraid of making mistake. It could be seen from the way the talked which was very carefully and slowly. They often asked a basic question to their friends. Sometimes the classroom atmosphere also made them to make mistakes concerning the vocabulary and grammar. The last factor was afraid of foreign

teacher and negative evaluation. They were less confident about their performance and were afraid of getting negative comment and evaluation from the teacher. It was reflected in the way they acted during the presentation. When they made mistakes, and their foreign teachers corrected them, it could be seen that they felt embarrassed in front of their friends.

Above findings were in line with the statement from Tseng (2012) that reviewed some important causes affecting language anxiety among language learners. They included (1) pressure by parents or teachers to get a good result in the language class, (2) lack of confidence about their English ability, (3) being afraid of making mistake. The causes mentioned above were also supported by the statement from Horwitz, Macintyre & Gardner (in Mahmoodzadeh, 2012) that some factors affecting foreign language anxiety for language learners include: (1) communication apprehension or anxiety, (2) fear of negative evaluation, (3) test anxiety.

In relation with the last research question, some ways to cope with the students' anxiety were also found during the observation in the classroom and from the results of the interview. The students tried to learn how to relax in any condition in the class. For example, they often took a breath, always kept their smile and enjoyed the presentation. The students also struggled to know everything they wanted to say and stayed focus on the topic presented. Also, they made a list of contents they wanted to deliver and then practiced toward their friends. Furthermore, the last way found was being familiar with the audience. Sometimes they made a joke to make a good interaction with the audience. Those

ways has also been suggested by Tseng (2012) in order to minimize being anxious in learning foreign language. Students may examine the thoughts that cause the fear, it is necessary to think positive, to realize that everyone makes mistakes learning a language and that making errors is an integral part of the language learning process. The next suggestion is the students can learn how to relax, tried to sit comfortably in the class. Before class or during class, take long, slow breaths, hold it for four or five seconds and release it slowly. The students also need to know what they want to say during presentation, they need to prepare everything before the class. It is also important to know the audience better and get to know their classmates then will be easier to speak in front of them. By applying those ways to cope with their anxiety in speaking class, the students expected to decrease their anxious.

In summary, this chapter had already discussed the findings and discussion about the type of anxiety experienced by the students in learning speaking, the factors which cause their anxiety, and the students' ways to cope with their anxiety in learning speaking. The next chapter will discuss about the conclusions and suggestions about these three research questions.

CONCLUSIONS AND SUGGESTIONS

This chapter presents research conclusions and suggestions. They are derived from the research findings. Each section is presented as follows.

Conclusions

Based on the research findings presented in the previous chapter, there are some conclusion concerning the types of anxiety experienced by the 3rd semester

students of English department in learning “speaking” subject, the factors cause the 3rd semester students of English department feel anxiety in learning “speaking” subject, and the ways the 3rd semester students of English department cope with their anxiety in learning “speaking” subject are taken as follows.

Firstly, there were two types of anxiety found in the speaking class; (1) state anxiety, and (2) situation-specific anxiety. State anxiety experienced by the students can be seen from their performances such as; using wrong words when presenting the topic, not knowing what to say during presentation, delivering the presentation without any interaction towards audiences, and speaking too fast. Next, experiencing situation-specific anxiety can be seen from some indicators such as: the students felt tremble, always looked at their notes and presented the topic very carefully to avoid mistakes, they were also afraid of having foreign teachers and getting negative evaluation from them. Then, this type of anxiety was considered as a more dominant type got in the foreign language class.

Secondly, some factors which cause the students experienced anxiety in learning speaking were found such as: (1) lack of confidence, (2) communication apprehension, (3) afraid of making mistakes, (4) afraid of foreign teachers and fear of negative evaluation.

Finally, the students also implemented some ways to cope with their anxiety in learning speaking subject such as: (1) learning how to relax, (2) Knowing what to say, and (3) being familiar with audiences.

Suggestions

Based on the findings from the previous chapter, it is necessary to give valuable suggestions. Therefore, this study has some suggestions for the students and further researchers who interested in analyzing the anxiety experienced by the English students in learning speaking.

1. Suggestions for Students

Based on the findings, it is suggested that the students should do more practice to speak, not only in the classroom activities but also outside the class. They can practice speaking with their classmates to have more confident to use the English language. They are also suggested to know more about the ways that effectively can decrease their feeling of anxiety.

2. Suggestions for Further Researchers

For further researchers, it is suggested that they can investigate a wider research content. For example, it is important to investigate the more dominant factors cause the feeling anxiety among the students and the significant ways to cope with the students' anxiety. It is also essential to know the teacher's perspective to help the students cope with the feeling of anxiety in learning foreign language. Moreover, the teacher's strategies are expected to decrease the students' anxiety and it is helpful for them to build their confident to speak English in the class, and also to improve their English ability.

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Appendix 1

OBSERVATION FIELD NOTES

(Adapted from “*Foreign Language Classroom Anxiety questionnaire*” by Elaine K. Horwitz, Michael B.

Horwitz, Joann Cope, 2012 and Tasnimi, 2009)

Observation 1

Lecturer : Aleksandra Anna
 Date : 23 November 2017
 Time : 08.40 – 10.20
 Skill : Speaking subject
 Activities : Country Presentation
 Procedures :

- The researcher asks permission to the lecturer to conduct the research in the classroom activities
- Before teaching and learning process is began, the lecturer explains the purposes of the research to the students

Research Questions		Indicators
1. What types of anxiety do the students experience in learning speaking?	1. <i>Trait anxiety</i> ▪ Being a stable part of a person's personality which give them a more permanent tendency to be anxious	Not indicated
	2. <i>State anxiety</i> ▪ Apprehension that is experienced at a particular moment in time. It is transient, moment-to-moment experience of anxiety which is related to specific events or situations. (Dornyei, 2005; Ellis, 1994)	<ul style="list-style-type: none"> • Not sure to speak English • Feel tremble and forget what to say
	3. <i>Situation-specific anxiety</i> ▪ Refers to the anxiety which is aroused by a specific type of situation or event such public speaking or class participation	<ul style="list-style-type: none"> • Start to be panic when students look at him • about Nervous to have foreign teacher • Not really confident with himself • Frightened about what the teacher said
2. What factors which cause the students' anxiety in learning speaking?	1. Lack of confidence in their ability to learn English (<i>STATE ANXIETY</i>)	<ul style="list-style-type: none"> • When presenting the topic, he always speaks wrong words. e.g. <i>It is take 2 hours</i> <i>We can be go there</i>
	2. Communication Apprehension (<i>STATE ANXIETY</i>)	<ul style="list-style-type: none"> • Speak too fast • does not know what

		to say in the middle of presentation
	3. <i>Fear of making mistakes and subsequent punishment or ostracism, i.e fear of losing face for not being mistakes.</i> (SITUATION-SPECIFIC ANXIETY)	<ul style="list-style-type: none"> • Afraid of making mistake, speaks slowly and carefully. • Always asks to his friends about very basic question.
	4. <i>Fear of foreigners and their behavior</i> (SITUATION-SPECIFIC ANXIETY)	<ul style="list-style-type: none"> • Afraid of having foreign teacher • Doesn't know what to say
	5. <i>Fear of negative evaluation</i> (SITUATION-SPECIFIC ANXIETY)	<ul style="list-style-type: none"> • Fear towards teacher's comment • Well-prepared but seems to be stressful
3. How do the students cope with their anxiety in learning speaking?	1. <i>Examining the thoughts that cause the fear.</i> (SITUATION-SPECIFIC ANXIETY)	<ul style="list-style-type: none"> • Tries to be more confidence when he speaks in front of the class
	2. <i>Learn how to relax.</i> (SITUATION-SPECIFIC ANXIETY)	<ul style="list-style-type: none"> • Tries to enjoy the class
	3. <i>Know what to say</i> (SITUATION-SPECIFIC ANXIETY)	<ul style="list-style-type: none"> • Tries to focus on topic
	4. <i>Become familiar with the audience</i> (SITUATION-SPECIFIC ANXIETY)	<ul style="list-style-type: none"> • Not indicated
	5. <i>Get to know the instructor better</i> (SITUATION-SPECIFIC ANXIETY)	<ul style="list-style-type: none"> • not indicated

Appendix 1

OBSERVATION FIELD NOTES

(Adapted from “*Foreign Language Classroom Anxiety questionnaire*” by Elaine K. Horwitz, Michael B.

Horwitz, Joann Cope, 2012 and Tasnimi, 2009)

Observation 2

Lecturer : Aleksandra Anna
 Date : 23 November 2017
 Time : 10.20 – 12.10
 Skill : Speaking subject
 Activities : Country Presentation
 Procedures :

- The researcher asks permission to the lecturer to conduct the research in the classroom activities
- Before teaching and learning process is began, the lecturer explains the purposes of the research to the students

Research Questions		Indicators
1. What types of anxiety do the students experience in learning speaking?	1. Trait anxiety ▪ Being a stable part of a person's personality which give them a more permanent tendency to be anxious	Not indicated
	2. State anxiety ▪ Apprehension that is experienced at a particular moment in time. It is transient, moment-to-moment experience of anxiety which is related to specific events or situations. (Dornyei, 2005; Ellis, 1994)	• Tends to be anxious when he starts presenting the topic.
	3. Situation-specific anxiety ▪ Refers to the anxiety which is aroused by a specific type of situation or event such public speaking or class participation	<ul style="list-style-type: none"> • Looks anxious when he does not know what to say during presenting • Needs time to think before talking something
2. What factors which cause the students' anxiety in learning speaking?	1. Lack of confidence in their ability to learn English (STATE ANXIETY)	<ul style="list-style-type: none"> • Always speaks wrong words. • Always see the notes
	2. Communication Apprehension (STATE ANXIETY)	<ul style="list-style-type: none"> • does not know what to say in the middle of presentation • no interaction with

		audiences
	3. <i>Fear of making mistakes and subsequent punishment or ostracism, i.e fear of losing face for not being mistakes.</i> (SITUATION-SPECIFIC ANXIETY)	<ul style="list-style-type: none"> • Seems to be fear of making mistake, speaks slowly • Always asks to his friends about very basic question.
	4. <i>Fear of foreigners and their behavior</i> (SITUATION-SPECIFIC ANXIETY)	<ul style="list-style-type: none"> • Not indicated
	5. <i>Fear of negative evaluation</i> (SITUATION-SPECIFIC ANXIETY)	<ul style="list-style-type: none"> • Not indicated
3. How do the students cope with their anxiety in learning speaking?	1. <i>Examining the thoughts that cause the fear.</i> (SITUATION-SPECIFIC ANXIETY)	<ul style="list-style-type: none"> • Not indicated
	2. <i>Learn how to relax.</i> (SITUATION-SPECIFIC ANXIETY)	<ul style="list-style-type: none"> • Tries to enjoy the class • Keep calm
	3. <i>Know what to say</i> (SITUATION-SPECIFIC ANXIETY)	<ul style="list-style-type: none"> • Stay focus on topic
	4. <i>Become familiar with the audience</i> (SITUATION-SPECIFIC ANXIETY)	<ul style="list-style-type: none"> • Not indicated
	5. <i>Get to know the instructor better</i> (SITUATION-SPECIFIC ANXIETY)	<ul style="list-style-type: none"> • not indicated

Appendix 1

OBSERVATION FIELD NOTES

(Adapted from “*Foreign Language Classroom Anxiety questionnaire*” by Elaine K. Horwitz, Michael B.

Horwitz, Joann Cope, 2012 and Tasnimi, 2009)

Observation 3

Lecturer : Aleksandra Anna
 Date : 30 November 2017
 Time : 08.40 – 10.20
 Skill : Speaking subject
 Activities : Country Presentation
 Procedures :

- The researcher asks permission to the lecturer to conduct the research in the classroom activities
- Before teaching and learning process is began, the lecturer explains the purposes of the research to the students

Research Questions		Indicators
1. What types of anxiety do the students experience in learning speaking?	1. <i>Trait anxiety</i> ▪ <i>Being a stable part of a person's personality which give them a more permanent tendency to be anxious</i>	Not indicated
	2. <i>State anxiety</i> ▪ <i>Apprehension that is experienced at a particular moment in time. It is transient, moment-to-moment experience of anxiety which is related to specific events or situations. (Dornyei, 2005; Ellis, 1994)</i>	<ul style="list-style-type: none"> • Not ready with the material
	3. <i>Situation-specific anxiety</i> ▪ <i>Refers to the anxiety which is aroused by a specific type of situation or event such public speaking or class participation</i>	<ul style="list-style-type: none"> • Start to be panic • Confused what he said
2. What factors which cause the students' anxiety in learning speaking?	1. <i>Lack of confidence in their ability to learn English (STATE ANXIETY)</i>	<ul style="list-style-type: none"> • Always speaks wrong words. • Always see the notes
	2. <i>Communication Apprehension (STATE ANXIETY)</i>	<ul style="list-style-type: none"> • does not know what to say in the middle of presentation • no interaction with audiences
	3. <i>Fear of making mistakes and subsequent punishment or ostracism,</i>	<ul style="list-style-type: none"> • Seems to be fear of

	<i>i.e fear of losing face for not being mistakes.</i> (SITUATION-SPECIFIC ANXIETY)	making mistake, speaks slowly
	4. <i>Fear of foreigners and their behavior</i> (SITUATION-SPECIFIC ANXIETY)	<ul style="list-style-type: none"> • Not indicated
	5. <i>Fear of negative evaluation</i> (SITUATION-SPECIFIC ANXIETY)	<ul style="list-style-type: none"> • Looks afraid of teacher's comment • Looks stressful
3. How do the students cope with their anxiety in learning speaking?	1. <i>Examining the thoughts that cause the fear.</i> (SITUATION-SPECIFIC ANXIETY)	<ul style="list-style-type: none"> • Not indicated
	2. <i>Learn how to relax.</i> (SITUATION-SPECIFIC ANXIETY)	<ul style="list-style-type: none"> • Not indicated
	3. <i>Know what to say</i> (SITUATION-SPECIFIC ANXIETY)	<ul style="list-style-type: none"> • Not indicated
	4. <i>Become familiar with the audience</i> (SITUATION-SPECIFIC ANXIETY)	<ul style="list-style-type: none"> • Stop talking a while, looks at the situation around
	5. <i>Get to know the instructor better</i> (SITUATION-SPECIFIC ANXIETY)	<ul style="list-style-type: none"> • not indicated

Appendix 1

OBSERVATION FIELD NOTES

(Adapted from “*Foreign Language Classroom Anxiety questionnaire*” by Elaine K. Horwitz, Michael B.

Horwitz, Joann Cope, 2012 and Tasnimi, 2009)

Observation 4

Lecturer : Aleksandra Anna
 Date : 30 November 2017
 Time : 10.20 – 12.10
 Skill : Speaking subject
 Activities : Country Presentation
 Procedures :

- The researcher asks permission to the lecturer to conduct the research in the classroom activities
- Before teaching and learning process is began, the lecturer explains the purposes of the research to the students

Research Questions		Indicators
1. What types of anxiety do the students experience in learning speaking?	1. Trait anxiety ▪ Being a stable part of a person's personality which give them a more permanent tendency to be anxious	Not indicated
	2. State anxiety ▪ Apprehension that is experienced at a particular moment in time. It is transient, moment-to-moment experience of anxiety which is related to specific events or situations. (Dornyei, 2005; Ellis, 1994)	<ul style="list-style-type: none"> ▪ Not sure to speak English ▪ Feel tremble and forget what to say
	3. Situation-specific anxiety ▪ Refers to the anxiety which is aroused by a specific type of situation or event such public speaking or class participation	<ul style="list-style-type: none"> • Looks nervous with foreign teacher. • Feel anxious because classroom atmosphere
2. What factors which cause the students' anxiety in learning speaking?	1. Lack of confidence in their ability to learn English (STATE ANXIETY)	<ul style="list-style-type: none"> • Often speaks wrong words. • Always looks at her notes
	2. Communication Apprehension (STATE ANXIETY)	<ul style="list-style-type: none"> • Not indicated
	3. Fear of making mistakes and subsequent punishment or ostracism, i.e fear of losing face for not being mistakes.	<ul style="list-style-type: none"> • Often speak carefully and slowly

	(SITUATION-SPECIFIC ANXIETY)	
	4. <i>Fear of foreigners and their behavior</i> (SITUATION-SPECIFIC ANXIETY)	<ul style="list-style-type: none"> • Tries to present the topic carefully in order to avoid teacher's comments • Use paper notes rather than mobile phone
	5. <i>Fear of negative evaluation</i> (SITUATION-SPECIFIC ANXIETY)	<ul style="list-style-type: none"> • Fear towards teacher's comment • Stressful with teacher's evaluation
3. How do the students cope with their anxiety in learning speaking?	1. <i>Examining the thoughts that cause the fear.</i> (SITUATION-SPECIFIC ANXIETY)	<ul style="list-style-type: none"> • Not indicated
	2. <i>Learn how to relax.</i> (SITUATION-SPECIFIC ANXIETY)	<ul style="list-style-type: none"> • Sit comfortable
	3. <i>Know what to say</i> (SITUATION-SPECIFIC ANXIETY)	<ul style="list-style-type: none"> • Not indicated
	4. <i>Become familiar with the audience</i> (SITUATION-SPECIFIC ANXIETY)	<ul style="list-style-type: none"> • giving question to audience to interact with his presentation
	5. <i>Get to know the instructor better</i> (SITUATION-SPECIFIC ANXIETY)	<ul style="list-style-type: none"> • not indicated

Appendix 1

OBSERVATION FIELD NOTES

(Adapted from “*Foreign Language Classroom Anxiety questionnaire*” by Elaine K. Horwitz, Michael B.

Horwitz, Joann Cope, 2012 and Tasnimi, 2009)

Observation 5

Lecturer : Aleksandra Anna
 Date : 7 Desember 2017
 Time : 08.40 – 10.20
 Skill : Speaking subject
 Activities : Country Presentation
 Procedures :

- The researcher asks permission to the lecturer to conduct the research in the classroom activities
- Before teaching and learning process is began, the lecturer explains the purposes of the research to the students

Research Questions		Indicators
1. What types of anxiety do the students experience in learning speaking?	1. Trait anxiety ▪ Being a stable part of a person's personality which give them a more permanent tendency to be anxious	Not indicated
	2. State anxiety ▪ Apprehension that is experienced at a particular moment in time. It is transient, moment-to-moment experience of anxiety which is related to specific events or situations. (Dornyei, 2005; Ellis, 1994)	<ul style="list-style-type: none"> ▪ Not sure to speak English ▪ Feel tremble and forget what to say
	3. Situation-specific anxiety ▪ Refers to the anxiety which is aroused by a specific type of situation or event such public speaking or class participation	<ul style="list-style-type: none"> • Afraid of having wrong with preparation • Afraid of having foreign teacher
2. What factors which cause the students' anxiety in learning speaking?	1. Lack of confidence in their ability to learn English (STATE ANXIETY)	• Not indicated
	2. Communication Apprehension (STATE ANXIETY)	• Not indicated
	3. Fear of making mistakes and subsequent punishment or ostracism, i.e fear of losing face for not being	• Often speak carefully and slowly

	<i>mistakes.</i> (SITUATION-SPECIFIC ANXIETY)	
	4. <i>Fear of foreigners and their behavior</i> (SITUATION-SPECIFIC ANXIETY)	<ul style="list-style-type: none"> • Not confident to speak English
	5. <i>Fear of negative evaluation</i> (SITUATION-SPECIFIC ANXIETY)	<ul style="list-style-type: none"> • Fear towards teacher's comment • Stressful with teacher's evaluation
3. How do the students cope with their anxiety in learning speaking?	1. <i>Examining the thoughts that cause the fear.</i> (SITUATION-SPECIFIC ANXIETY)	<ul style="list-style-type: none"> • Not indicated
	2. <i>Learn how to relax.</i> (SITUATION-SPECIFIC ANXIETY)	<ul style="list-style-type: none"> • Not indicated
	3. <i>Know what to say</i> (SITUATION-SPECIFIC ANXIETY)	<ul style="list-style-type: none"> • Not indicated
	4. <i>Become familiar with the audience</i> (SITUATION-SPECIFIC ANXIETY)	<ul style="list-style-type: none"> • When feel anxious, stops talking, looks around and continues presenting
	5. <i>Get to know the instructor better</i> (SITUATION-SPECIFIC ANXIETY)	<ul style="list-style-type: none"> • Not indicated

Appendix 1

OBSERVATION FIELD NOTES

(Adapted from “*Foreign Language Classroom Anxiety questionnaire*” by Elaine K. Horwitz, Michael B.

Horwitz, Joann Cope, 2012 and Tasnimi, 2009)

Observation 6

Lecturer : Aleksandra Anna
 Date : 7 Desember 2017
 Time : 10.20 – 12.10
 Skill : Speaking subject
 Activities : Country Presentation
 Procedures :

- The researcher asks permission to the lecturer to conduct the research in the classroom activities
- Before teaching and learning process is began, the lecturer explains the purposes of the research to the students

Research Questions		Indicators
1. What types of anxiety do the students experience in learning speaking?	1. <i>Trait anxiety</i> ▪ <i>Being a stable part of a person's personality which give them a more permanent tendency to be anxious</i>	Not indicated
	2. <i>State anxiety</i> ▪ <i>Apprehension that is experienced at a particular moment in time. It is transient, moment-to-moment experience of anxiety which is related to specific events or situations. (Dornyei, 2005; Ellis, 1994)</i>	• Not indicated
	3. <i>Situation-specific anxiety</i> ▪ <i>Refers to the anxiety which is aroused by a specific type of situation or event such public speaking or class participation</i>	<ul style="list-style-type: none"> • Looks so panic when her friends looked at her. • Speaks very short • Looks has more tense
2. What factors which cause the students' anxiety in learning speaking?	1. <i>Lack of confidence in their ability to learn English (STATE ANXIETY)</i>	• Not indicated
	2. <i>Communication Apprehension (STATE ANXIETY)</i>	• Not indicated
	3. <i>Fear of making mistakes and subsequent punishment or ostracism, i.e fear of losing face for not being</i>	• Not indicated

	<i>mistakes.</i> (SITUATION-SPECIFIC ANXIETY)	
	4. <i>Fear of foreigners and their behavior</i> (SITUATION-SPECIFIC ANXIETY)	<ul style="list-style-type: none"> • Not really confident • Doesn't know what to say
	5. <i>Fear of negative evaluation</i> (SITUATION-SPECIFIC ANXIETY)	<ul style="list-style-type: none"> • Fear towards teacher's comment • Well-prepared but seems to be stressful
3. How do the students cope with their anxiety in learning speaking?	1. <i>Examining the thoughts that cause the fear.</i> (SITUATION-SPECIFIC ANXIETY)	<ul style="list-style-type: none"> • Tries to be more confidence when he speaks in front of the class
	2. <i>Learn how to relax.</i> (SITUATION-SPECIFIC ANXIETY)	<ul style="list-style-type: none"> • Looks so relax • Sit comfortable
	3. <i>Know what to say</i> (SITUATION-SPECIFIC ANXIETY)	<ul style="list-style-type: none"> • Well-prepared when presenting topic
	4. <i>Become familiar with the audience</i> (SITUATION-SPECIFIC ANXIETY)	<ul style="list-style-type: none"> • Make interaction with audiences
	5. <i>Get to know the instructor better</i> (SITUATION-SPECIFIC ANXIETY)	<ul style="list-style-type: none"> • not indicated

Appendix 1

OBSERVATION FIELD NOTES

(Adapted from "Foreign Language Classroom Anxiety questionnaire" by Elaine K. Horwitz, Michael B.

Horwitz, Joann Cope, 2012 and Tasnimi, 2009)

Observation 7

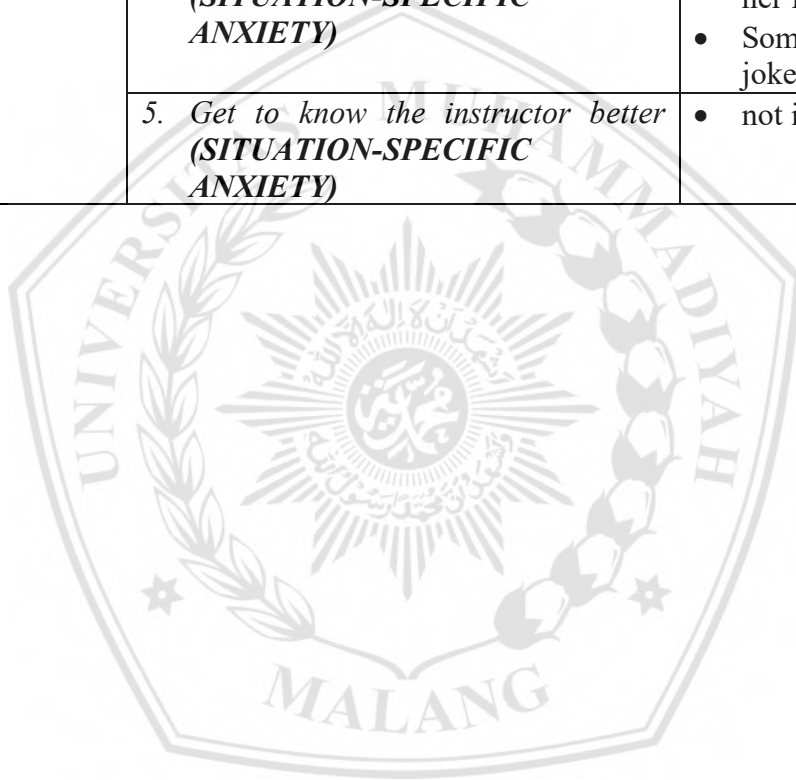
Lecturer : Aleksandra Anna

Date : 14 Desember 2017
 Time : 10.20 – 12.10
 Skill : Speaking subject
 Activities : Country Presentation
 Procedures :

- The researcher asks permission to the lecturer to conduct the research in the classroom activities
- Before teaching and learning process is began, the lecturer explains the purposes of the research to the students

Research Questions		Indicators
1. What types of anxiety do the students experience in learning speaking?	1. <i>Trait anxiety</i> ▪ <i>Being a stable part of a person's personality which give them a more permanent tendency to be anxious</i>	Not indicated
	2. <i>State anxiety</i> ▪ <i>Apprehension that is experienced at a particular moment in time. It is transient, moment-to-moment experience of anxiety which is related to specific events or situations. (Dornyei, 2005; Ellis, 1994)</i>	<ul style="list-style-type: none"> • Looks not really ready • Looks anxious when speaks English
	3. <i>Situation-specific anxiety</i> ▪ <i>Refers to the anxiety which is aroused by a specific type of situation or event such public speaking or class participation</i>	<ul style="list-style-type: none"> • Afraid of being evaluated • Feels anxious to speak in front of the class • Feels shy to speak English
2. What factors which cause the students' anxiety in learning speaking?	1. <i>Lack of confidence in their ability to learn English (STATE ANXIETY)</i>	<ul style="list-style-type: none"> • Not indicated
	2. <i>Communication Apprehension (STATE ANXIETY)</i>	<ul style="list-style-type: none"> • No interaction with audiences • Talk too fast • Forget what to say
	3. <i>Fear of making mistakes and subsequent punishment or ostracism, i.e fear of losing face for not being mistakes. (SITUATION-SPECIFIC ANXIETY)</i>	<ul style="list-style-type: none"> • Presents slowly • Often looks at her notes
	4. <i>Fear of foreigners and their behavior (SITUATION-SPECIFIC ANXIETY)</i>	<ul style="list-style-type: none"> • Looks stressful in front of foreign teacher
	5. <i>Fear of negative evaluation</i>	<ul style="list-style-type: none"> • Fear towards

	<i>(SITUATION-SPECIFIC ANXIETY)</i>	teacher's comment and evaluation
3. How do the students cope with their anxiety in learning speaking?	1. <i>Examining the thoughts that cause the fear.</i> <i>(SITUATION-SPECIFIC ANXIETY)</i>	• Not indicated
	2. <i>Learn how to relax.</i> <i>(SITUATION-SPECIFIC ANXIETY)</i>	• Not indicated
	3. <i>Know what to say</i> <i>(SITUATION-SPECIFIC ANXIETY)</i>	• Not indicated
	4. <i>Become familiar with the audience</i> <i>(SITUATION-SPECIFIC ANXIETY)</i>	• Makes interaction with her friends • Sometimes makes a joke
	5. <i>Get to know the instructor better</i> <i>(SITUATION-SPECIFIC ANXIETY)</i>	• not indicated



Appendix 2

INTERVIEW GUIDE RESULT

(Adapted from “Foreign Language Classroom Anxiety questionnaire” by Elaine K. Horwitz, Michael B.

Horwitz, Joann Cope, 2012 and Tasnimi, 2009)

For Students	
Research Question 1	1
• <i>Types of anxiety that the students experience</i>	2
1. Do you feel sure when you speak your foreign language (English language)?	3
✓ <i>Sometimes I was not quite sure what I had to say the word in English (Student 1)</i>	4
✓ <i>I was not sure when I used my English in my class (student 4)</i>	5
2. Why did you tremble to be called to perform in your speaking class	6
✓ <i>When I was performing speaking in my class, I felt tremble because I was afraid if what I have prepared will forget (Student 1)</i>	7
✓ <i>I felt tremble to be in front of the class when I forgot the meaning of the word (student 5)</i>	8
3. Why do you frighten when you do not understand your teacher is saying in your speaking class?	9
✓ <i>I frightened when I didn't understand what the teacher say (Student 1)</i>	10
✓ <i>When I didn't know what I had to do and followed her instruction so I frightened (student 2)</i>	11
4. Have you ever been nervous speaking English with your native speaker teacher?	12
✓ <i>Yes, when I was in front of my class forget the meaning, I felt nervous with foreign teacher (student 1)</i>	13
✓ <i>Yes, I felt nervous when my foreign teacher did not understand with what I was saying (student 3)</i>	14
5. Are you afraid when your language teacher is ready to correct every mistake you make?	15
✓ <i>I was afraid with foreign teacher and when she corrected my mistakes. (Student 4)</i>	16
6. Why do you start to be panic when you have to speak without preparation in your Speaking class?	17
✓ <i>I started to be panic because I was confused what to say. (Student 3)</i>	18
✓ <i>I started to be panic because all students looked at me and my heart felt pounding during presentation (Student 6)</i>	19
7. Why do you still feel anxious even when you are well-prepared to speak in your speaking class?	20
✓ <i>I felt anxious to speak English in front of the class because I had to be well-prepared about my topic. I was afraid to repeat the same point of my presentation. I was not confidence to be in front the class. (student 6)</i>	21
✓ <i>Even I had already well-prepared, I was always anxious because the classroom atmosphere was not convenient. (student 7)</i>	22
8. Would you probably feel comfortable around native speaker teacher? Yes or	23
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No, why?	40
✓ No, I felt nervous with my foreign teacher, I was afraid of my vocabulary and pronunciation were wrong (student 2)	41
✓ <i>Actually, when I spoke to my foreign teacher, made me nervous because I felt that my grammar was not good (student 7)</i>	42
9. Do you always feel confidence when you speak in front of the class?	43
✓ <i>I was not confidence to be in front the class. (student 2)</i>	44
10. Have you ever feel your heart pounding when you are going to be called on to speak in your speaking class?	45
✓ <i>I often felt my heart pounding when I was ready to be called in front of the class.(student 3)</i>	46
✓ <i>I felt my heart pounding when I was called to present in front of the class (student 4)</i>	47
11. Do you feel more tense and nervous when being evaluated by your language teacher?	48
✓ <i>I was afraid of being evaluated by the teacher when I did mistakes in my presentation. (student 5)</i>	49
✓ <i>I had more tense when I attended my speaking class. (Student 7)</i>	50
12. Have you ever got nervous and confused when you are speaking in your speaking class?	51
✓ <i>I often felt nervous to speak in front of the class even I had already well-prepared, so that I only spoke very short (Student 6)</i>	52
✓ <i>I could not speak too long when I was confused with the topic I presented (student 7)</i>	53
13. Why do you afraid that the other students will laugh at you when you speak the English language?	54
✓ <i>I felt shy on my presentation when my friends laughed at me (Student 5)</i>	55
✓ <i>I was not focus when I spoke English in front of the class then my friends laughed at me (student 7)</i>	56
Research Question 2	57
• <i>Some factors cause the students' anxiety in learning speaking</i>	58
1. Do you feel lack of confidence about your ability to learn English?	59
✓ <i>Yes, I felt lack of confidence about my English ability I often speak wrong word, (Student 3)</i>	60
✓ <i>I lacked of confidence so that I always saw my notes (student 4)</i>	61
2. Do you fear to communicate in front of the class?	62
✓ <i>Yes, I suddenly did not know what to say in the middle of my presentation (student 1)</i>	63
✓ <i>Yes, I could not make any interaction with my friends (student 2)</i>	64
✓ <i>Yes, it caused me talked too fast in my presentation. (Students 7)</i>	65
3. Are you afraid of making mistake when presenting the topic? If yes, what did you do to avoid it?	66
✓ <i>Yes, I was afraid of making mistake in my presentation. I usually presented carefully (students 1)</i>	67
✓ <i>Yes, I often talked very slowly. (students 2)</i>	68
✓ <i>I asked my friend to remind me for any mistakes I did (students 3)</i>	69
✓ <i>Yes, I usually looked at my notes (students 4)</i>	70
✓ <i>I was afraid of making mistake if the classroom atmosphere was not</i>	71

convenient (students 5)	87
✓ I was difficult to remember the vocabulary and grammar. (Student 7)	88
4. Do you fear to have a foreign teacher in your speaking class?	89
✓ Sometimes having foreign teacher in my class made me afraid of not being confidence to speak in English. (student 1)	90
✓ Having foreign teacher made me did not know what to say when I presented in the class (Student 5)	91
5. Do you fear to get a negative evaluation from your teacher?	92
✓ Yes, I was always afraid towards her comments (students 3)	93
✓ I was always afraid to get negative evaluation (students 6)	94
Research Question 3	95
• The students' ways to cope with their anxiety in learning speaking	96
1. When do you fear of making mistakes to speak in front of the class, what did you do to cope with the problem?	97
✓ I tried to be more relax in the class, I tried to sit comfortably. (student 1)	98
✓ Make it enjoy, slow deep breath and keep calm then I start talking. . (Student 2)	99
✓ I will stay focus on my topic. (Student 3)	100
✓ I preferred to prepare everything before the class (Student 4)	101
✓ I practiced with my friends, asked them to be the listener and gave some comments. (Student 5)	102
✓ When I was talking in front the class then I felt anxious, I stopped a while and looking at the situation around then I continued talking. (student 6)	103
✓ being familiar with the situation around, I sometimes made a joke and asked something about the topic (student 7)	104
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